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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with a variety of topics, including the following: (1) the effect of dialect variation on second grade students' perception of phoneme-grapheme correspondence; (2) communication rules and perceived outcomes within and between domestic culture groups; (3) the attitudes toward reading expressed by students in Poland and the United States; (4) the effects of highly valued rewards on intrinsic interest in reading in black third grade children; (5) intercultural communication between Native American and Anglo-American college students; (6) the reading preferences of elementary school children of varying socioeconomic levels as indicated by school library circulation records; (7) the perceptual impact of basic communication fidelity and nationality upon selected group interaction variables; (8) the influence of communication on black children's self concept; (9) factors relative to reading achievement of black and of white students in a rural desegregated setting; (10) the use of figurative devices in aiding comprehension for speakers of black English; (11) the relationships between phonetic awareness and reading acquisition; (12) the effects of cultural schemata on the reading comprehension of average sixth grade readers. (FL)

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This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for the dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Bibler, Nancy A.

AN INVESTIGATION OF THE EFFECT OF DIALECT VARIATION ON SECOND GRADE STUDENTS' PERCEPTION OF PHONEME-GRAPHEME RELATIONSHIPS: A PSYCHOLINGUISTIC PERSPECTIVE

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COMMUNICATION RULES AND PERCEIVED OUTCOMES WITHIN AND BETWEEN DOMESTIC CULTURE GROUPS: A COMPARISON OF INTRACULTURAL AND INTERCULTURAL CONVERSATIONS AMONG ACQUAINTANCES

Dodd, Elizabeth Parowski

A COMPARATIVE STUDY OF THE ATTITUDES TOWARD READING EXPRESSED BY STUDENTS IN POLAND AND THE UNITED STATES

Harris, Susan Carithers

THE EFFECTS OF A HIGHLY VALUED REWARD ON INTRINSIC INTEREST IN READING IN BLACK THIRD GRADE CHILDREN

Kennan, William Ray

AN EXPLORATORY STUDY OF INTERCULTURAL COMMUNICATION BETWEEN NATIVE AMERICAN AND ANGLICAN COLLEGE STUDENTS

Lowery, Jean O'Brien

READING PREFERENCES OF ELEMENTARY SCHOOL CHILDREN OF VARYING SOCIO-ECONOMIC LEVELS AS INDICATED BY SCHOOL LIBRARY CIRCULATION RECORDS

Lowry, David Neil

THE PERCEPTUAL IMPACT OF BASIC COMMUNICATION FIDELITY AND NATIONALITY UPON SELECTED GROUP INTERACTION VARIABLES

McDermott, Steven Thomas

THE INFLUENCE OF COMMUNICATION ON BLACK CHILDREN'S SELF CONCEPT

Pendergrass, Hilda Plyler

FACTORS RELATIVE TO READING ACHIEVEMENT OF BLACK AND WHITE STUDENTS IN A RURAL DESEGREGATED SETTING

Pickens, Idalia Rodriguez

A CROSS-CULTURAL STUDY EXAMINING THE EFFECTS OF CULTURAL SCHEMATA ON THE READING COMPREHENSION OF AVERAGE SIXTH GRADE READERS

Tassopoulos, Joan M.

THE RELATIONSHIP OF MATERNAL FACTORS AND SOCIOECONOMIC LEVEL TO THE READING ACHIEVEMENT OF 7-11 YEAR-OLD BLACK STUDENTS

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THE USE OF FIGURATIVE DEVICES IN AIDING COMPREHENSION FOR SPEAKERS OF BLACK ENGLISH

Tift, Rosa M.

AN INVESTIGATION OF THE INTERPRETATION OF METAPHORICAL LANGUAGE OF STUDENTS ATTENDING A PREDOMINANTLY BLACK COLLEGE

Tuton, John Frederick

FIRST STEPS IN LEARNING TO READ: AN INQUIRY INTO THE RELATIONSHIPS BETWEEN PHONETIC AWARENESS AND READING ACQUISITION

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AN INVESTIGATION OF THE EFFECT OF DIALECT VARIATION ON SECOND GRADE STUDENTS' PERCEPTION OF PHONEME-GRAPHEME RELATIONSHIPS: A PSYCHOLINGUISTIC PERSPECTIVE Order No. DA8303670
BISLER, NANCY A., Ed.D. *The University of Tennessee*, 1982. 97pp.
Major Professor: Dr. Lester N. Knight

The purpose of this research was to provide a way of looking at children's acquisition of phonics knowledge to help answer the question: Do children acquire their knowledge of phoneme-grapheme relationships intuitively rather than through direct instruction?

A test was given patterned after typical phonics exercises, with two subsections: one (subtest A) containing items using stimulus words which are pronounced the same by virtually all speakers of American English, and the other (subtest B) containing items using stimulus words which have varied pronunciations in the regional and social dialects of Inland Southern speech. Each item consisted of a stimulus picture and three answer choices. On subtest B, one answer choice reflected American Standard speech forms, one reflected Inland Southern speech forms, and one served as a distractor response.

The test was given to 202 second grade students in Chattanooga, Tennessee, an area characterized by Inland Southern speech patterns. The group consisted of approximately equal numbers of Blacks and whites, males and females, from urban and suburban schools.

The average mean on subtest A (16.46) was significantly higher ($p < .001$) than the average mean on subtest B (12.16). On subtest B, when an unexpected response was selected, the Inland Southern response (average mean 7.22) was ten times more likely to be chosen than the distractor response (average mean .68). This difference was significant at $p < .001$ level.

Analysis of individual test items on subtest B indicated that vowel items were more likely to elicit the Inland Southern response than were the consonant items. Answers based on Inland Southern speech were chosen most often by students who were Black, reading below grade level, and attending a Title I school. For several vowel items, however, between 50% and 90% of all students in the study chose the Inland Southern response.

The results indicated that these children are as knowledgeable about phoneme-grapheme correspondences of their own speech as they are those of American Standard, and will make choices based on their own language patterns when dialect conflicts appear in phonics exercises. This knowledge was probably learned intuitively given current phonics instructional practices which stress only American Standard speech forms. Since reading is the most likely indirect source of phoneme-grapheme information, it may be that reading of connected text is the most effective way of improving phonics skill.

COMMUNICATION RULES AND PERCEIVED OUTCOMES WITHIN AND BETWEEN DOMESTIC CULTURE GROUPS: A COMPARISON OF INTRACULTURAL AND INTERCULTURAL CONVERSATIONS AMONG ACQUAINTANCES

COLLIER, MARY JANE, Ph.D. *University of Southern California*, 1982.
Chairperson: Professor Edward M. Bodaken

Research was conducted to empirically measure the extent of cultural differences in intracultural and intercultural conversations among Latinos, blacks and whites. Rules of appropriate behavior and perceived outcomes were compared and contrasted in both intracultural and intercultural conversations among Latinos, blacks and whites, and among Latinos and whites, and blacks and whites.

In general, results indicated that broad cultural rules and outcomes were emphasized by all groups. Emphasis in politeness and self-validation may reflect broader cultural goals of Americans to have their identities and relationships with others validated.

Each of the three culture groups was different from one another--not only in rules and outcomes which they emphasized, but also in the kinds of behaviors they stressed. In some cases, differences were identified in the kinds of behavior making up the particular rule category. For example, although both Latinos and whites stressed politeness as appropriate, Latinos were perceived to focus upon non-verbal eye-contact and tone of voice while whites stressed verbal acknowledgments.

In other cases, different rules and outcomes were noted. Latinos were seen as the only intracultural group to discuss cultural role prescriptions, blacks were viewed as emphasizing content more than any other group, and whites was the only group to mention goal accomplishment.

A COMPARATIVE STUDY OF THE ATTITUDES TOWARD READING EXPRESSED BY STUDENTS IN POLAND AND THE UNITED STATES Order No. DA8301570

DODD, ELIZABETH PARCZYNSKI, Ed.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1982. 163pp. Chairperson: Eliane C. Condon

The purpose of this study was to measure student attitudes toward reading and to determine the effects of grade level, sex, and country upon reading attitudes. The study was also designed to investigate students' interests in the content and format of leisure reading. Home reading environment and reading behaviors were examined to help provide background information about the students.

Attitude toward reading was measured by the *Attitude Toward Reading Scale*. The reading interests of the students were determined through student self-reporting and interviews. The informational items were administered as part of the *Attitude Toward Reading Scale*.

The instruments of the study were administered to four hundred and ninety-one students in grades four through eight in two elementary schools in Poland and one in the United States. The Polish population consisted of three hundred and sixty-seven students and the United States' population consisted of one hundred and twenty-four students.

The data were analyzed with various statistical procedures, including analysis of variance, in order to test four hypotheses. An item analysis was performed for the entire distribution to profile the differences in the populations. The .05 level of significance was used.

The Polish students had a significantly more favorable attitude toward reading than the American students. A significant difference existed in attitude toward reading at every grade level tested, with the more positive attitude found in the Polish population.

Girls within each country had a significantly more favorable attitude toward reading than boys. A significant difference existed in attitude toward reading between countries. Polish boys and girls had significantly more favorable attitudes toward reading than the United States' boys and girls.

The most interesting topics for students in both countries were adventure, mystery, science, animals, sports, and history. Books, magazines, and newspapers were the favored formats.

THE EFFECTS OF A HIGHLY VALUED REWARD ON INTRINSIC INTEREST IN READING IN BLACK THIRD GRADE CHILDREN Order No. DA8213189

HARRIS, SUSAN CARITHERS, Ph.D. *University of Pittsburgh*, 1981. 94pp.

The purpose of this study was to investigate the impact of extrinsic rewards on intrinsic interest in an academic task, reading. Although several researchers have concluded that extrinsic rewards undermine intrinsic interest, many questions remain unanswered. This study provided additional information. It was predicted that (1) high interest reward children would not spend less time engaged in the target activity than high interest no-reward children, and (2) low interest reward children would spend more time engaged in the target activity than low interest no-reward children.

Participants were 45 third grade black children. Interest in reading was assessed in the children's classrooms by asking them to rank three academic subjects. Those children who ranked reading number one were designated the high interest group, and those children who ranked reading number three were designated the low interest group. The activity of major interest was reading from one of four attractive storybooks. Children in the high interest group and children in the low interest group were assigned to one of two conditions: In the reward condition, children were allowed to choose one of four rewards. In the no-reward condition, the children neither expected nor received a reward for reading.

The experimental sessions were conducted individually in a quiet room. When each child had finished reading, there was a 10-minute free-choice period in which the experimenter unobtrusively observed and recorded the duration of engagement in the three activities (reading, spelling worksheets, and math worksheets). Five to seven days later, interest in reading was again assessed by a 10-minute delayed free-choice period.

The primary measure of interest was the number of seconds engaged in reading during the free-choice periods. These data were subjected to a $2 \times 2 \times 2$ repeated measures analysis of variance. The results did not indicate any deleterious effects of rewards on interest.

**AN EXPLORATORY STUDY OF INTERCULTURAL
COMMUNICATION BETWEEN NATIVE AMERICAN AND
ANGLO-AMERICAN COLLEGE STUDENTS**

Order No. DA8302461

KENNAN, WILLIAM RAY, Ph.D. *The University of Oklahoma*, 1981.
116pp. Major Professor: H. Wayland Cummings

Intercultural communication is seen by Native Americans as a means of acculturation, and universities are viewed as distinctly non-Indian institutions. Thus, because the educational process is predicated on effective communication American Indian students have come to see the educational atmosphere as one in which "Indianness" is lost. Thus, Native Americans appear to adopt a communication strategy of interactional avoidance which they believe will allow them to maintain cultural standing while remaining in the educational context. Unfortunately, this strategy has led to significant dropout rates among male Indian students. An exploratory study was conducted in order to better understand the dimensions and process of this strategy.

An analysis of the data revealed a linear combination of fourteen interaction analysis variables that predicted cultural membership (canonical correlation $r = .96$, $p \geq .0002$). Plots of values of the interaction analysis variables across time indicated that while

information exchange activity, remained constant across time negotiation, problem solving, and behavior change categories were inversely related suggesting that the basis for any communication situation must be negotiated before other activities may proceed. This observation is supported by the fact that the groups containing Native Americans required longer periods of time to reach solutions. The study concludes that the patterns of communication for Native Americans and Anglo-Americans is fundamentally different as are their approaches to structuring communication events.

**READING PREFERENCES OF ELEMENTARY SCHOOL
CHILDREN OF VARYING SOCIO-ECONOMIC LEVELS AS
INDICATED BY SCHOOL LIBRARY CIRCULATION RECORDS**

Order No. DA8309247

LOWERY, JEAN O'BRIEN, Ph.D. *The University of Connecticut*, 1982.
98pp.

This study was designed to investigate the reading preferences of elementary school children and to assess the relationship between socio-economic level and preference. It was an extension of a study conducted by Therese Bissen Bard.

Elementary school library circulation records from two schools, one with children of high socio-economic status and one with children of low socio-economic status, were examined. The data from each school were analyzed separately to determine the categories of literature present in the sample. The data were then organized, classified, and summarized into frequency distributions using these categories. The circulation figures were adjusted to compensate for the difference in the number of students in each school. Multivariate analysis of variance (MANOVA) was used to test for differences based on the adjusted circulation figures. For each school a list of titles that circulated frequently enough to be one or more standard deviations above the mean circulation was compiled. These results were analyzed to determine if any differences existed between type of literature as well as specific titles preferred by children of each socio-economic group.

Findings revealed that the students of low socio-economic status preferred imaginative-easy literature while the students of high socio-economic status preferred imaginative-non-fiction books. Significant differences were found between the two groups in their preferences for content books, imaginative literature, realistic fiction, and easy books on the basis of the number of titles in each class and category. On the basis of the circulation figures, differences were significant between the two groups in preference for content books, imaginative literature, realistic fiction, easy books, mysteries and non-fiction. No preference differences were found for biographies and Hawaiiana.

The children of low socio-economic status showed a preference for books that had anthropomorphic animal characters and simple vocabulary, while the children of high socio-economic status showed a preference for books of riddles. Distinguished titles and biographies did not circulate widely in either school. The study yielded no definitive data concerning reading preferences according to author.

**THE PERCEPTUAL IMPACT OF BASIC COMMUNICATION
FIDELITY AND NATIONALITY UPON SELECTED GROUP
INTERACTION VARIABLES**

Order No. DA8228060

LOWRY, DAVID NEIL, Ph.D. *North Texas State University*, 1982. 113pp.

The purpose of this study was to investigate the impact of basic communication fidelity (BCF) upon the perceptions of national observers toward national and international communicators across a variety of group interaction variables. Research is presented which indicates that (1) international students are typically perceived less favorably than national students across a variety of interpersonal variables; (2) as BCF increases, more favorable ratings are attributed to communicators across interpersonal variables; and (3) increased BCF may be able to mitigate the less favorable impressions national observers attribute to international communicators. It was hypothesized that across selected group interaction variables, national observers would perceive (1) significant differences between communicators of high, medium, and low BCF ability, and (2) no significant differences between nationalities. No significant interaction effects were anticipated.

The investigation utilized national students from Oklahoma Christian College and Venezuelan students from the English Language School at Oklahoma City University.

The communicators were videotaped while communicating a BCF stimulus image. After pretesting, communicators of each nationality were divided into high, medium, and low BCF groups. Later, the videotapes were viewed by 180 randomly selected national observers. The observers were randomly assigned to one of six BCF groups (national, international [that is, Venezuelan], by high, medium, and low BCF). After the observers viewed the videotape, they were asked to complete two group interaction measures.

Statistical analyses indicated that across the two group interaction measures, national observers perceived (1) significant differences between high, medium, and low BCF ability, (2) significant differences between nationalities, and (3) no significant interaction effects. Recommendations are made for future research concerned with the utilization of the small group discussion as an instructional strategy.

**THE INFLUENCE OF COMMUNICATION ON BLACK
CHILDREN'S SELF CONCEPT**

Order No. DA8308977

MCDERMOTT, STEVEN THOMAS, Ph.D. *Michigan State University*, 1982.
160pp.

The research examined the influence of communication on black children's racial and self-esteem. A review of the literature pointed out deficiencies in past esteem development research, such as a focus on only one or two variables at a time, the failure to account for communication in esteem development, and conception and measurement problems with esteem. To overcome these deficiencies, a survey of fourth and fifth grade black children was conducted to assess the overall and interactive influence of communication on three aspects of esteem development: (1) self-esteem, (2) racial esteem, or that perception of value or worth a child holds for his/her own racial group, and (3) comparative esteem, which was conceptualized as the child's conception of the value or worth of his/her own racial esteem as compared with the esteem held toward another racial group (in this study, the difference between black and white perceptions).

A total of 18 hypotheses predicted that (1) communication from parents and peers that emphasized positive characteristics of black people would be related to more positive esteem levels than communication that does not emphasize positive characteristics, (2) frequent viewers of black-family television shows would have more positive attitudes toward black child and adult television characters than those who are substantially less frequent viewers, (3) children who are heavier viewers of black-family shows and who have highly positive attitudes toward adult and child television characters will have higher self, racial and comparative esteem than those who are less frequent viewers, and (4) communication from parents and peers which emphasizes positive characteristics of black adult and child television characters will be more highly positively related to positive attitudes toward black adult and child television characters than communication that does not emphasize positive characteristics.

Survey data were collected from 82 fourth and fifth grade children. In addition to descriptive results that indicated among other findings that black children have fairly positive esteem levels, and that communication levels are fairly high, 11 of the 18 hypotheses were supported.

It appears that communication is an important factor in socialization and in relation to black children's esteem development.

FACTORS RELATIVE TO READING ACHIEVEMENT OF BLACK AND WHITE STUDENTS IN A RURAL DESEGREGATED SETTING

Order No. DA8219060

PENDERGRASS, HILDA PLYLER, Ed.D. *University of Virginia*, 1981. 331pp. Major Adviser: Robert Lynn Canady

Purpose of the Study. Students who entered school during 1969 in the study county were the first group to complete twelve years of school in the desegregated system. Contiguous with desegregation, certain compensatory strategies and organizational changes were implemented to provide an equal educational program for all students.

The problem was the need for longitudinal and statistical data on student achievement in desegregated systems and on factors that over a period of time appeared to have an effect on reading achievement. Reading was considered to be an essential skill for success in all academic areas.

The major purpose of the study was to determine which of the selected school, student, and class factors over a twelve year period had an effect on the reading achievement of black and white students in a desegregated system. School factors were grade structure of the school, racial composition of the school, and provision of compensatory programs. Student factors were ability, absences, achievement, race, sex, socioeconomic status, and parental status. Class factors were class size, grouping by achievement, method of beginning reading instruction, and racial composition of the reading group.

Procedures Used in the Study. Data relative to the school, student, and class factors were collected at five intervals for the 224 students who entered school during 1969. The intervals were grades one, four, six, eight, and eleven.

Data were analyzed statistically by a step-wise multiple regression procedure. Data for the population remaining at each interval were analyzed according to school, student, and class factors. A separate analysis was made at each interval for the 82 students who remained in the population throughout the study. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of school.) UMI

A CROSS-CULTURAL STUDY EXAMINING THE EFFECTS OF CULTURAL SCHEMATA ON THE READING COMPREHENSION OF AVERAGE SIXTH GRADE READERS

Order No. DA8226985

PICKENS, IDALIA RODRIGUEZ, Ph.D. *The University of Wisconsin - Madison*, 1982. 228pp. Supervisor: Profesor Dale D. Johnson

This study investigated the relationship between cultural schemata and reading comprehension. Three cultural diverse groups of children, namely, Chicano/Hispanic--Texas; Navaho/Native American--New Mexico, and Anglo/American--Wisconsin, average sixth grade students read a total of nine folktales. Three of the passages had a Mexican cultural overview, three a Native American, and three an American. After reading each passage, the subjects completed a 20-item probed recall test. The mean scores on the comprehension tasks revealed that the culture-specific passages were comprehended significantly better than the non-culture-specific passages. The evidence indicates that cultural schemata profoundly influences how reading texts are comprehended. In addition to the reading comprehension task, the students were timed on the reading speed among the nine passages. The findings showed that there were no differences in the reading speed among the culture-specific and non-culture-specific passages by the Chicano and Navaho students. The Anglo students read all the passages significantly faster than the two other groups of students. A final finding of this study revealed that there were no significant differences in passage comprehension on the culture-specific selections between the male and female students do better in reading comprehension irrespective of schemata embodying knowledge of the content of discourse. The results of the study were discussed in light of the basic premise that schemata embodying the background knowledge of a person provides the framework for understanding the texts he/she reads. The evidence indicates that cultural background is the underlying framework which interacts with the text to produce comprehension. Such research findings on cultural schemata and its implications to reading comprehension were discussed in view of an attempt to get reading programs to include reading materials that are more closely related to the minority children's cultural background. The present research represents an attempt to better meet the reading needs of minority children in education.

THE RELATIONSHIP OF MATERNAL FACTORS AND SOCIOECONOMIC LEVEL TO THE READING ACHIEVEMENT OF 7-11 YEAR-OLD BLACK STUDENTS

TASSOPOULOS, JOAN M., Ph.D. *University of Southern California*, 1982. Chairman: Professor Eddie H. Williams

In the broadest sense, the study was an exploration of the relationship between the family environment and children's academic achievement within the context of an interactional model. The basic problem was that of identification of specific family factors which are significantly related to child outcomes. A set of maternal factors, presumed to be associated with reading achievement, and socioeconomic level were related to a set of students' reading test scores, controlling for the effect of verbal intelligence. Mother's estimate of child's reading achievement, mother's expectancy of child's reading achievement, and maternal nonacceptance of child comprised the maternal block of variables.

The subjects were obtained from a university reading clinic--31 black boys and girls of late childhood and their mothers. An Interview Schedule was constructed to assess the maternal variables and to gather demographic information about the family; each mother was personally interviewed and given an attitude scale, The Mother-Child Relationship Evaluation (Roth). The students were tested for word recognition, vocabulary, and reading comprehension in addition to being given the Peabody Picture Vocabulary Test.

An incremental method of data analysis was employed in which variable composites were formed, concluding with the use of several multiple regression techniques (an overall F test and blockwise and stepwise techniques). It was found that the maternal set of variables explained a significantly greater amount of the variance in reading test scores than socioeconomic level. The overall test produced an F ratio of 12.30, significant at the .01 level, and an adjusted R square of 0.60. Decomposition of the total explained variance resulted in 60 percent accounted for by the maternal set of variables; the contribution of socioeconomic level was negligible.

This pattern of findings, although only representative of the black family, was in accord with earlier findings from the Chicago school of family environment research. Specific family factors accounted for more of the variance in student achievement than family structure factors.

THE USE OF FIGURATIVE DEVICES IN AIDING COMPREHENSION FOR SPEAKERS OF BLACK ENGLISH

Order No. DA8303005

TAYLOR, MARSHA ANNE, Ph.D. *University of Illinois at Urbana-Champaign*, 1982. 157pp.

Several areas of difficulty have been uncovered in an attempt to explain why the academic achievement of black children has not equaled the academic achievement of their white counterparts. By far the greatest attention in recent years has been devoted to explanations which are rooted in language behavior. The topic of "language behavior" encompasses a wide arena but one aspect hitherto not examined by researchers, but which may be the focus of interesting differences in the language of black and white children, is the use of figurative language.

Figurative language is a device used abundantly not only in educational writing and in literary art, but as a pedagogical tool for a variety of reasons (Ortony, 1975). Black children are exposed to, and employ several types of figurative expressions; in fact, children as young as seven and eight have been observed using nonliteral devices in verbal games such as signifying and sounding. But is this solely a vernacular skill or can it be capitalized upon in other settings, particularly in educational environments?

This dissertation examined two questions. Is skill in sounding related to the comprehension of figurative devices in a general reading task? What types of abilities underlie sounding which may affect the ability to comprehend figurative devices? Black and white junior high school students were given a series of tasks which sought to determine verbal facility, figurative language comprehension both in- and out-of-context, sounding skill, and general skill in Black Language. A series of step-wise multiple regressions were done to analyze relationships.

The results indicated very different relations among specific language skills, general language ability and figurative language comprehension for blacks and whites. For white subjects, most of the variance that can be explained in figurative language comprehension, both in-context and out-of-context, is accounted for by a measure of general verbal ability. For black subjects figurative language comprehension in-context was a skill related not only to general verbal ability but also to facility in sounding. Educational implications for these results are discussed in light of previous attitudes toward the use of "nonstandard" language patterns in the classroom.

**AN INVESTIGATION OF THE INTERPRETATION OF
METAPHORICAL LANGUAGE OF STUDENTS ATTENDING A
PREDOMINANTLY BLACK COLLEGE** Order No. DA8306173

TIFT, ROSA M., Ph.D. *The Florida State University*, 1982. 106pp. Major
Professor: Edwin H. Smith

This study investigated the ability of college freshmen, sophomores, juniors and seniors, in a predominantly Black college, to interpret metaphorical language and to differentiate their abilities in the interpretation of six types of tropes: Litotes, personification, synecdoche, hyperbole, metonymy and incarnation.

The data were acquired from 400 responses for 98 freshmen, 101 sophomores, 104 juniors and 97 seniors at Albany State College on the *Revised Tullos Test of Metaphorical Language Interpretation*. The respondents reacted to 72 multiple-choice items.

According to F-tests in one-way analysis of variance there were significant differences between the total score means for freshmen, sophomores, juniors and seniors, and also for each of the six tropes.

Analysis comparing contiguous sub-group means by the Scheffe's Procedure of Multiple Range Comparison and the S-method of Multiple Comparisons, disclosed that the development of metaphorical language interpretation skills did not improve significantly from year-to-year during the college experiences except during the freshman and sophomore years. From the end of the sophomore college year, no significant improvement was further noticed among juniors and seniors. The researcher's subsequent hypotheses is that the cresting of metaphorical language interpretation skills at the end of the sophomore year and its lack of further improvement in the junior and senior college years may be due to the absence of required English fundamentals courses in the junior and senior years.

In addition to the primary concerns, this study sought to determine which of the six tropes proved to be difficult for each of the four sub-groups of subjects. This was determined by comparing z scores means within each of the subgroups (freshmen, sophomores, juniors, and seniors). It was found that: (1) Freshmen most often failed to interpret correctly the personification trope. (2) Sophomores most often failed to interpret correctly the incarnation trope. (3) Juniors most often failed to interpret correctly the trope personification. (4) Seniors most often failed to interpret correctly the metonymy trope.

**FIRST STEPS IN LEARNING TO READ: AN INQUIRY INTO
THE RELATIONSHIPS BETWEEN PHONETIC AWARENESS
AND READING ACQUISITION** Order No. DA8302189

TUTON, JOHN FREDERICK, Ph.D. *Bryn Mawr College*, 1982. 118pp.

This dissertation explores the relationships between ability to use phonetic coding in short-term memory, awareness of phonetic properties of speech, and success in acquiring reading skills. It also examines whether these abilities affect reading acquisition for Black-English (BE) dialect speakers, and explores the possibility of enhancing the development of such abilities through phonic teaching methods.

Thirty-seven first-grade children from two Philadelphia nonpublic schools were grouped by reading level (teacher recommendation and WAT Reading Score), years of exposure to phonic teaching methods, predominance of BE dialect (measured via pictorial naming task constructed for the experiment), intelligence (PPVT), age, and sex. They were first tested on a series of letter-string recall tasks according to procedures established by Shankweiler, Liberman, Mark, Fowler, and Fischer (1979). Results confirmed the conclusion of this and other previous studies (Mann, Liberman, & Shankweiler, 1980), that ability to use phonetic coding in short-term memory significantly relates to success in reading. Most importantly, these abilities were not compromised by BE dialect speaking, or other factors.

The subjects were subsequently tested on a series of verbally-presented syllable and phoneme awareness tasks, freely adapted from Alegria, Pignot, and Morias (in press). Results strongly supported previous findings that good and poor readers may be differentiated by their ability to segment phonemes. As with the initial study involving phonetic coding, no other factors, including BE dialect, significantly altered this finding.

Exposure to phonic teaching methods indirectly affected the results of the above experiments, and it is suggested that such methods may have a "mutually enhancing" relationship with reading acquisition. The major contribution of this research, however, is empirical evidence that BE dialect speaking, per se, does not deter reading acquisition. Phonetic coding and segmentation abilities, however, may strongly support it, for all beginning readers.

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